

State Technical College of Missouri

Course Syllabus

PTA 135 Clinical Practice I

2 Credit Hours

152.00 clock hours of Internship

per semester

Course Description

This is a four week (40 hours per week) clinical experience that provides the student with his/her first opportunity for hands-on patient care. The student will apply basic skills learned in the classroom to the clinical setting making the connection between theory and practice. The student will work under the direct supervision of a licensed physical therapy professional in an assigned/approved facility. This clinical experience provides opportunities for development of appropriate professional behaviors related to the role of the physical therapist assistant (PTA).

Course Requisites

Prerequisite

PTA 118 with a grade of C or better,
PTA 119 with a grade of C or better,
PTA 121 with a grade of C or better,
PTA 125 with a grade of C or better,
PTA 127 with a grade of C or better
and
PTA 129 with a grade of C or better

Course Objectives

Upon completion of this course, students will be able to:

1. Professionalism – Demonstrates professional behavior in all situations.
 1. 1. Performs duties in a manner consistent with the Guide for Conduct of the Physical Therapist Assistant (APTA) and Standards of Ethical Conduct (APTA).
 1. 2. Perform duties in a manner consistent with the APTA's Values Based Behaviors for the Physical Therapist Assistant and the Professional Behaviors.
 1. 3. Identifies, respects, and acts with consideration for patients'/clients' differences, values, preferences, and expressed needs in all work-related activities.
2. Communication/Documentation Skills – Demonstrates effective communication and education skills with patients/clients and healthcare providers.
 2. 1. Communicates effectively and timely with patients, family members, caregivers, practitioners, interprofessional team members, and all others associated with healthcare services.
 2. 2. Collects relevant information from patient interview/medical record including function and health status.
 2. 3. Utilizes available assistive technology to complete accurate documentation, communication with other healthcare providers, and during the delivery of patient care.
3. Time and resources – Demonstrates efficient utilization of time and resources for patient care and other duties related to patient care.
 3. 1. Manages time to effectively multitask and set priorities appropriately.
 3. 2. Completes assignments and documentation accurately and in a timely manner following the professional and clinic setting guidelines.
4. Policies and procedures – Demonstrates adherence to legal practice standards, and facility/department policies and procedures.
 4. 1. Practices within the scope of all legal practice standards, including federal, state, and institutional regulations related to patient care and fiscal management, reporting suspected fraud or abuse to authorities as appropriate.
 4. 2. Utilizes accurate and timely billing information for reimbursement.
5. Critical thinking and problem solving – Exhibits the ability to identify problems, develop solutions, and implement appropriate solutions.
 5. 1. Identifies strengths and limitations in knowledge, skills, and behaviors through self-assessment and constructive feedback from other therapists to improve clinical performance.
 5. 2. Demonstrates understanding of the patient's goals and the plan of care developed by the physical therapist as appropriate for this level of education. (Listed in Special Class and Laboratory Procedures.)
 5. 3. Identifies when an intervention should not be performed due to changes in patient status, clinical indications, or when the intervention is beyond the scope of the physical therapist assistant to perform.
6. Academics – Demonstrates knowledge from course content and learning experiences related to body systems and health conditions typically seen across the lifespan.
 6. 1. Demonstrates knowledge of data collection and interventions appropriate for this level of education.
 6. 2. Demonstrates knowledge of pathology, medical terminology, medical and physical therapy management appropriate for

this level of education.

6. 3. Demonstrates responsibility for researching information/knowledge necessary to enhance patient care and clinical skills.
7. Teamwork/Interpersonal skills – Participates as a member of the interprofessional healthcare team.
 7. 1. Participates in the provision of patient-centered interprofessional and professional collaborative care.
 7. 2. Participates in departmental meetings, in-services, quality assurance activities, patient care management meetings, discharge and follow up care planning as directed by the supervising therapist, and community and volunteer programs as part of the supervising therapist’s job duties.
8. Commitment to learning – Demonstrates a commitment to learning and professional development through active learning and goal directed activities.
 8. 1. Identifies and integrates evidence based resources to support clinical decision making for interventions and progressions within the plan of care developed by the physical therapist.
 8. 2. Identifies career development and lifelong learning opportunities including the role of the physical therapist assistant as a clinical educator.
9. Clinical skills – Demonstrates appropriate, effective, safe and competent clinical skills related to patient care.
 9. 1. Demonstrates competence in data collection skills from tests and measures as appropriate for this level of education. (Listed in Special Class and Laboratory Procedures.)
 9. 2. Demonstrates competence in the performance of effective and safe interventions per the plan of care developed by the physical therapist as appropriate for this level of education. (Listed in Special Class and Laboratory Procedures.)
 9. 3. Identifies patient/client responses to interventions, monitor and adjust interventions and the need to progress the interventions based on the patient/client response, and report changes in status or progress to the supervising therapist.
 9. 4. Responds effectively to patient/client and environmental emergencies in the clinical setting.
 9. 5. Demonstrates safe practices and maintains a safe working environment that minimizes risk to the patient/client and healthcare provider.
 9. 6. Selects teaching methods to effectively educate others that are commensurate with the needs of the patient, caregiver, and other healthcare providers.
 9. 7. Applies current knowledge, theory, and clinical judgement while considering the patient/client perspective and the environment, based on the plan of care established by the physical therapist.
10. Demonstrate work readiness through achievement of “beginning/advanced beginning level” of the Professional Behaviors. (provided in the PTA Student Handbook and the Clinical Education Handbook)

Class Section Information

Section Number(s):	80
Meeting Day(s):	TBD
Meeting Time(s):	TBD by clinical site
Location(s):	Assigned clinical sites
Start and End Date:	January 07, 2020 - January 31, 2020

Instructor Information

Instructor:	Kathy Vitela
Office Hours:	Monday through Thursday, 8:00-5:00pm Friday contact by email for cell phone
Office Location:	Health Sciences Center, Office #111
Primary Phone:	573-897-5336 (Office)
Other Phone:	573-418-0941 (Cell)
Office E-mail:	kathy.vitela@statetechmo.edu
Expected Response Time:	within one day

Co-Instructor Information

Instructor:	Katherine Berrey
Office Hours:	by appointment
Office Location:	Health Sciences Center, Office #108
Primary Phone:	573-897-5337 (Office)
Office E-mail:	katherine.berrey@statetechmo.edu

Instructor:	Tony Brenneke
Office Hours:	by appointment

Office Location: Health Sciences Center, Office #110
Primary Phone: 573-897-5334 (Office)
Office E-mail: tony.brenneke@statetechmo.edu

Required Books, Tools, and Other Materials

Roy, S., and Wolf, S., and Scalsitti, D. (2013). The Rehabilitation Specialist Handbook. (4th edition). Philadelphia, PA: F.A. Davis.

Student requirements - CPR card, proof of medical insurance coverage, updated immunizations; background check, drug screen.

PTA Program Clinical Education Handbook - online on the STC PTA Program website, <http://resources.statetechmo.edu/academic/pta/Clinical%20Education%20Handbook.pdf>

Name tag, professional attire or STC Polo shirt are to be worn during all clinical sessions unless otherwise indicated by the clinical site. Comfortable, non-restrictive clothing is necessary for the activities of the practice of physical therapy.

Optional/Recommended Books and Other Materials

A goniometer and tape measure may be required at some sites. Textbooks, handouts, and class notes for reference. The student will assume responsibility for transportation, meals and incidentals necessary for this affiliation.

AJA@™ STC Grading System

The Job Readiness Work Ethic Score and Attendance Percentage portions of the AJA@™STC system do not apply to this class. Only an Academic Grade will be issued and recorded on your transcript.

Academic Grade

The following academic grading scale is used for this class:

A = 91.5% to 100.0%
B = 82.5% to 91.4%
C = 74.5% to 82.4%
D = 64.5% to 74.4%
F = 64.4% and below

Students are assessed by their respective clinical instructor(s) using the Student Performance Evaluation. This evaluation contains information related to clinical skills as well as areas of professional behaviors included in the generic abilities (see PTA student handbook and the Clinical Education Handbook). This report will be presented to the academic coordinator of clinical education (ACCE) for interpretation and assignment of grade.

The final grade includes information from the performance evaluation, ACCE mid-term conversation with CI/student, submission of any written assignments/exams, and completion of all required documentation/paperwork. A passing grade is equivalent to at least 75% and a failing grade is anything < 75%.

Clinical Practice I requires a "C" or above. Students must achieve a minimum **average of 3.0-3.5** for all behavior sections of the performance evaluation by the end of the rotation. **In addition, regardless of how the performance evaluation is "graded" by the CI, if there is evidence through written comments or other communications that the student has not met expectations with regard to either clinical skills or professionalism, the student is subject to a letter grade change or failure with determination by the ACCE/academic faculty.** The student's letter grade for the clinical may also be changed at the discretion of the ACCE if it is determined that the student did not meet the minimum performance standards. If the student does not meet expectations, it is at the discretion of the clinical and academic faculty to establish an appropriate plan for remediation of the area or skill in question, which may include a repeat of the entire clinical and other activities as deemed appropriate to achieve course objectives. Attempts will be made to provide the student the opportunity for remediation without compromising academic coursework. If remediation occurs and the student is successful, the highest letter grade the student may receive for the clinical is a "C". Successful remediation must occur before a student is allowed to begin Clinical Practice II, see PTA Program Student Handbook and the Clinical Education Handbook.

As long as all criteria are met, the final grade will be calculated as follows:

Student Performance Evaluation: 80% of total grade.

Clinical paperwork, journals, attendance: 20% of total grade. (See grading rubric attached for specific grade breakdown.

TOTAL: 100%

Students must be in good standing with all academic coursework to begin any clinical affiliation. As with all other courses, a strong emphasis is placed on the generic abilities and students must meet these expectations as well to successfully

complete the course.

Attendance Requirements

Students are expected to arrive promptly and attend all scheduled clinical days unless prior arrangements are made with both the respective clinical instructor and the academic coordinator of clinical education (ACCE). If unable to attend scheduled hours/days, you must contact both your CI and the ACCE as soon as possible. All absences, whether rescheduled or not, may be recorded. It is the responsibility of the student to reschedule any absences at the discretion of the clinical site and the CI. The ACCE should be notified of any difficulties in making up time, and will assist in making alternate arrangements as needed. The ACCE can be reached by calling (573) 897-5336, or at 573-418-0941. Excessive absences will require additional intervention by ACCE and may result in a failed clinical experience.

Library Assignment

The library assignment will involve students researching answers to patient case questions. Course textbooks and notes, clinical instructor input, and other technological resources will be utilized by the students to enhance knowledge of disease conditions and treatment interventions related to the patient and physical therapy. This assignment will be submitted for grading and will enhance achievement of course objectives. Assignments will be posted by the students and graded on Moodle.

Special Class or Laboratory Procedures

I. Teaching Methods and Learning Experiences: The student will be under the direct supervision of a qualified clinical instructor (PT or PTA), applying learned skills/techniques, observation of staff, staff discussions, site meetings, in-services (where applicable), demonstrations, hands on practice, projects, role playing and practice, interprofessional collaboration experiences, community service activities, and other direct and indirect patient care activities as appropriate.

During all clinical courses, students and CI's are encouraged to design and pursue learning experiences that are progressively challenging. The CI should provide the student with a variety of opportunities to demonstrate knowledge and competency in essential skills at the **beginner level**.

The clinical instructor may teach the student a skill or treatment intervention that has not been presented and practiced in the academic setting. **However, the clinical instructor is responsible for determining if the student is safe in applying the procedure to a patient within this clinical setting, and abiding by the appropriate state and federal laws governing the profession.**

II. Student Competency Level: At this point the didactic curriculum includes the following:

1. Assessment Skills: MMT, Goniometry, Vital Signs including pulse, respiration, temperature, and blood pressure, Posture assessment/Body mechanics, Environmental barriers, Pain, Patient interviewing, Gait analysis – normal gait and gait deviations.
2. Patient Care Interventions: Transfers, Bed mobility, Positioning, ROM, Pre-Gait activities, Gait training with proper fitting of assistive devices, Bandaging and wrapping, Massage, Chest Physical Therapy, Wheelchair mobility/management.
3. Therapeutic Exercise: Stretching, Strengthening, Cardiopulmonary, Balance, Proprioception, PNF, Conditioning, Aquatics, Chest PT (postural drainage, percussion, vibration, breathing ex & coughing techniques).
4. Application of Modalities/Physical Agents: Thermal agents (paraffin, moist heat, cryocuff, polar packs, ice massage, contrast baths), cervical and pelvic traction (including home and clinic units), hydrotherapy, compression pump, ultrasound (phonophoresis, traditional, and underwater).
5. Safety/Infection Control: Aseptic technique, isolation precautions, standard precautions, infection control, proper body mechanics
6. Documentation –primarily SOAP format, abbreviations.
7. General Overview of Professional Behaviors: Privacy, Confidentiality, HIPAA (basics), Generic Abilities, patient rights, cultural competence, professionalism, value-based behaviors, ethical conduct.

All students have performed skill checks with performance assessment by an instructor for the following:

- Vital Signs (BP & HR)
- Transfers
- Assistive Device Fitting and Gait Training
- Bandaging
- Goniometry/MMT of Hip, Knee, Ankle, & Foot
- Goniometry/MMT of Shoulder, Elbow, Wrist, & Hand
- Goniometry/MMT of Cervical, Thoracic, & Lumbar Spine
- Hot/Cold Pack, Contrast Bath, Ultra Sound, Traction, Compression therapy
- PNF ROM, Stretching & Strengthening
- Breathing Exercises

At this point, the student has had at least an introduction to the following:

- wheelchair fitting/prescription
- basic joint mobilizations & manual therapy techniques
- acute care environments
- reimbursement, legislation, code of ethics
- research
- psychosocial issues related to illness/disease and rehabilitation
- wound management and chest PT
- aquatics

Students are also required to be CPR certified before CPI.

III. Policies and Procedures: The ACCE directs the clinical education program and is available for consultation as needed. **This technical course is offered by the Physical Therapist Assistant Program in the Health Sciences Division.**

Refer to the PTA Program Student Handbook and the Clinical Education Handbook for information regarding infection control, safety and emergencies, professional behaviors, patient confidentiality and rights, accommodations for students with disabilities, attendance, dress code, remediation, expectations and responsibilities of the student/CI/SCCE/ACCE/program.

Students are expected to adhere to all STC and PTA program policies and procedures outlined in the State Technical College of Missouri Student Handbook and the PTA Program Student Handbook during clinical practice rotations. Students are expected to comply with all clinical site policies and procedures relating to all aspects of patient management and safety during clinical practice rotations.

IV. Site Visits and Phone Calls: Students will receive a midterm site visit or phone call during the clinical experience. The ACCE or faculty member making the visit or call will inquire about the student's performance, progress, quality of clinical experience and any issues or concerns.

V. Paper Work and Assignments: The student will provide the CI a folder with all clinical experience paperwork to be reviewed and completed during the clinical experience. Assignments are to be completed prior to the due date and submitted on Moodle for grading unless otherwise instructed by the ACCE.

The Student Performance Evaluation is to be returned to the ACCE in the sealed envelope. It is preferred that the CI sends it with student as long as the envelope is sealed with CI signature across back of envelope. All other paperwork/forms need to be returned to ACCE in a neat, organized fashion. All documentation is due the first day the students return to campus for class.

VI. Student Orientation to the Site: Students will complete a Clinical Orientation Checklist the first day or week of their clinical experience. The purpose of this checklist is to guide the CI as to what should be included in the student's orientation to the clinical site and staff, general policies and procedures of the site, and the student's objectives, expectations, responsibilities and duties. This form is not to replace any required clinical site orientation. The checklist will be completed by the student and CI, and returned to the ACCE at the end of the clinical experience.

VII. Program/ACCE/Site/Student Communication: The ACCE is available by calling (573) 897-5336 at any time if there are any questions or concerns on the part of either the student or the CI. It is expected that both will contact the ACCE to discuss any issues as soon as they arise, so that they may be dealt with promptly and appropriately. ACCE or other academic faculty member will attempt to contact each student and clinical instructor approximately mid-way through each clinical rotation to discuss performance as well as the student's adjustment to the clinical environment. Site visits may also be conducted when appropriate and feasible.

Plan of Instruction

Week	Topic
Week 1 - 4	<p>The student should, under the appropriate supervision of a qualified clinical instructor and the ultimate supervision of the licensed PT:</p> <ol style="list-style-type: none">1. Implement treatment programs for patients with varied diagnoses2. Perform appropriate billing practices.3. Function as a team member in patient care situations4. Discuss cases, policies and procedures with appropriate team members5. Utilize site resources6. Participate in appropriate patient care, staff and patient care meetings, in-services, interprofessional

collaboration activities

Student should be exposed to patients with varying diagnoses, with attention to the relationships between diagnosis, treatment plan, progression, indications, contraindications, etc. Emphasis should be placed on safe and appropriate practice of those skills already presented in the classroom and described previously (gait, transfers, massage, modalities, therapeutic exercise, etc.)

Each clinical instructor should use his/her own judgment in determining the level of supervision needed for the student during this clinical experience. It is imperative that the students are free to ask and respond to appropriate questions. If the clinical instructor educates the student on a treatment method that has not been presented and practiced in the academic setting, the CI is responsible for defining the level of competence for the student as well as determining if the student is safe to utilize the new skill on a patient.

Clinical experience expected performance: beginner level, supervision of moderate to maximal guidance or 50-80% CI supervision, caseload of 25-50% of a full time site PTA.

Clinical experience expected Comprehensive Clinical Competency Checklist: > 35% of essential competencies completed; competencies may that may not be applicable include: Neuro, Ortho, Electro Physical Agents.

Clinical experience attendance: Full-time attendance is expected. Contact ACCE if there is difficulty getting in sufficient hours either due to site/CI schedule or student absences. Students work the schedule established by the CI.

Clinical experience requirements:

1. **Assignments:** Journal Entry, Patient Case Assignment in Moodle, Interprofessional Collaboration Assignment (to be determined by student and CI, completed and signed by student and CI or other health professional)
2. **Initial Call sheet** – submitted prior to the clinical experience by the student
3. **Week 1:**
 1. Week 1 Questionnaire – completed and submitted by student this week
 2. Orientation Checklist – completed, reviewed and signed by the student and CI, submitted at the end
4. **Week 2:**
 1. Midterm Student Performance Evaluation and Student Performance Self-Evaluation – completed and reviewed by student and CI
 2. Midterm Questionnaire – completed by the ACCE or other program faculty, based on midterm site visit or phone call
5. **Week 3:** Journal Entry in Moodle - self-assessment of learning and professional behaviors
6. **Week 4:**
 1. Competency Clinical Competency Checklist - completed and signed by CI, reviewed by student.
 2. Student Evaluation of Clinical Experience, Clinical Instruction, and Academic Preparation – completed signed by student, reviewed and signed by CI.
 3. Student Time sheet - accurate work hours; reviewed and signed by student and CI.
 4. Clinical Instructor Profile and Self-Assessment - completed and signed by CI.
 5. Student Objectives form – reviewed and signed by student and CI.
 6. Final Student Performance Evaluation, Student Performance Self-Evaluation – completed, reviewed, and signed by student and CI

All required documentation and assignments for this course are MANDATORY. Failure to turn in even one assignment can result in an “Incomplete” grade for this course until all documentation is returned to the ACCE for grading.

The instructor may change or modify the plan of instruction as needed.